

# Whose Mouse Are You by Ruth Krauss

Author: Monique Richard Professor Emeritus School of ECE Ryerson University	<b>Book Selection</b>  <i>Whose Mouse Are You? By Ruth Krauss</i>
<b>Shared Reading with Mini-Lesson on Visualization</b>  <p>NOTE: This mini-lesson is intended as an introduction to the visualizing strategy. It has been adapted for Pre-kindergarten children. Instead of doing the introduction in a whole group, the small group format of the teacher-student conference format is used. With younger readers the teacher does all the reading of the passages.</p> <ul style="list-style-type: none"><li>• Introduce the book: Have children to guess what the story is about. Explain that you will be reading this book everyday for one week and do some exciting things with that reading.</li><li>• Read pages 1-7 (ends with father in the trap). Give a definition for trap. Make two or three sentences with this word. Ask for volunteers to try to make sentences too.</li><li>• Read page 7. Explain that so far we have learned that a mouse is lonely for a reason we don't know. Maybe we can predict what will happen if the writer left a clue. The problem with clues is that most of the time they are not easy to understand. But sometimes if we create images in our head, we can find the answer. <b>That's what I am going to teach you today. How to create images in your head that would allow you to predict what will happen next. Bye the way, when I knock my head with a finger, it means that I am imaging. ?</b></li><li>• First I will show you how I do it. Then we will do it together and some other days you could do this on your own.</li><li>• I will start reading first then I will "imaging". Read a few pages. Stop drop your book, make a sign showing you are "imaging"</li></ul>	

- Start Thinking-aloud. The mother is in the stomach of the cat. The father is in a trap. The sister is gone. Why did she leave? Let's imagine for a while. I will draw a picture on this post-it. Maybe it will help me find the answer. Draw a picture like a very young child would do. Show your picture to the children. I think she is afraid of someone. I am starting to think that Mouse is imagining
- Read page 8. What do you think of this image? The more I imagine this story, the more I think that Mouse is just imagining all of this. He knows that a baby brother will soon arrive and he is very jealous. The author did not tell us that. But the person who is asking all those questions sounds like she is a grandmother. That person asks "where is your brother". Would that be the clue.....mouse has a new baby brother or he will have a baby brother soon?
- Read page 12-13, 14-15,16-17. Let's draw pictures about how they feel at that moment. How did mouse get this hot air balloon? Children and you draw pictures. Sketch is a better idea.
- Pages 18-19. Read. Ask children to predict what will happen next. Ask them to rapidly sketch their idea.
- Pages 20-21. Big cheeses party. Read the short text. Discuss: For whom is this party? It's either because the parents are forgiving Mouse jealousy of the arrival of a new baby.
- Pages 22-23. Mouse is happy. Lots of big flowers painted on the walls surrounding his mouse hole.
- Read the last pages. So Mouse has a new baby brother. So the whole incident was about the feeling of a young boy upon the arrival of a new baby.

### **After Reading**

Note: Here's a set of literal and inferential questions. Younger readers (PreS-K) are more competent with the literal questions.

- Who was caught in the cat stomach?
- Who was caught in a mouse trap?
- Did the sister go to an hotel?
- Does the mouse imagine those bad things being done to his family or did they happen for real?
- Who was asking those questions to Mouse?
- When did Mouse know about the baby brother?
- Did mouse change between the beginning of the story and the end of the story?
- Page 2. Why does he say "nobody's mouse?"
- Page 4. Where is his mother: Inside the cat
- Pages 5 -6-7. Where is the father: Caught in a tarp?

- Pages 8-9 Where is Lily?
- Have an imaging session to find Lily
- Who live in the house with the Mouse? Father, mother, sister.
- What does it mean when he says that his brother is Animals
- Where is the sister? Far from home
- Why nobody is home”
- How mouse feels being alone? He doesn't know?
- Wish for a brother as I have no brother
- Big family party? What is the occasion?
- Now mouse feels love of his parents again? Why?
- He is painting colourful shoes.
- Lasts page: Could they have been at the hospital getting your new baby brother?

### Text Reconstruction

1. After the first reading, transcribe the text on chart paper. Plan for extra space between dialogue lines. Use markers of different colours for the question lines and the answer lines.
2. Over few sessions, read the text in a choral reading format.
3. Make a second copy of the text on chart paper. Cut the sentences into strips. Distribute the strips to the children. The children use the master copy to reconstruct the text in a pocket chart or by lining up the strips on a bulletin board appropriately. Younger readers may follow the text on the strips with a pointer.
4. Remove the individual lines and children identify the missing text.
5. Children can complete this similar activity at a literacy center (cut out, rearrange and glue strips in the correct order). The master copy is always available for reference purposes.

### Comprehension Matching Words Center

1. Prepare the same text but with selected words masked (words in /ears/ and /airs/. Write the masked words on individual word cards. Distribute the words cards to the children.
2. Read the text with the children stopping to identify each masked word. As the masked word is identified by the children, they search the appropriate word card.

### Predictable Charts

- Set-up a literacy station with several sets of omitted words and a master copy of the text

(letter size paper). Each child matches the pairs of words; they may choose to glue the omitted words on a master. Children put their copy in their portfolio and illustrate it.

- The same activity can be done with a pocket chart.
- Another version for children who are at the letter knowledge level: have master in a pocket chart, children match letters. Or children could match words with pictures
- Younger readers trace circle around same letters but with a different markers.

### References

McGee, L.M., & Schickedanz, J.A. (200). Repeated interactive read-aloud in preschool and kindergarten. *The Reading Teacher*, 60(8), 742–751. doi: 10.1598/RT.60.8.4